

Year Group/Term	Fertile Question	Powerful New Knowledge	Revisiting Knowledge	Assessment
<p>Year 10 Term 1. Half-Term 1.</p> <p><u>Literature</u> Thematic approach to set texts and poetry covering:</p> <ul style="list-style-type: none"> • Social class • Family • Poverty <p><u>Language</u> Exploring a range of fiction and non-fiction writing through focusing on a range of important figures throughout history and broadening horizons through exploring places around the world.</p>	<p>Did people from 1500s – 1900s really let social and political structures determine their personal values and treatment of others?</p>	<p>Capitalism: Capitalist attitudes and the effects of those – Scrooge and The Cratchit family, the charity workers. The Birlings and Eva, The Birlings and Gerald. Lord Capulet’s party – celebration of wealth.</p> <p>Poverty growth – The poor law – ‘surplus population’, Christmas in the mines. The apothecary.</p> <p>Socialism: Authorial intent of promoting more socialist attitudes – Inspector’s message, Eva’s life. Marley’s ghost, Scrooge’s treatment of Cratchit’s at the end.</p> <p>Social responsibility - The Birlings Charity workers</p> <p>Equitable society: Social injustices – Low wages of hard working people (Bob Cratchit and Eva) Gap between the rich and poor getting bigger (Scrooge’s wealth and Birling’s business attitude).</p>	<p>Applying KS3 and year 9 knowledge of authorial intent, audience response and social/historical information to set texts.</p> <p>Applying KS3 and year 9 knowledge of poetic devices to the anthology.</p> <p>Applying KS3 and year 9 knowledge of inferring meaning to enable new knowledge to be grasped.</p> <p>Applying KS3 and year 9 knowledge of linguistic devices to enable a good understanding of how writers have communicated their ideas.</p> <p>Applying KS3 and year 9 knowledge of dramatic devices to understand character thoughts and actions.</p>	<p>Literature Formative assessment – responsive teaching focused on how authors have communicated their moral message using critical theories.</p> <p>Literature Summative assessment – To what extent have the characters really let social and political structures determine their personal values and treatment of others? Balanced argument which could evaluate/compare any characters from the set texts.</p> <p>Language Formative assessment – responsive teaching focused on writer’s choice of language and structure in the form of quote bursts, quizzes, live modelling etc.</p> <p>Language Summative assessment Compare how writers use methods to convey their differing views on a specific place.</p>

		<p><u>Nuclear Family Expectations:</u> Bob Cratchit’s many family members contrasted with the Birlings – distribution of wealth. Eva’s decision to kill herself and the baby. Juliet’s relationship with the nanny.</p> <p>Understanding the use of juxtaposition and oxymoron in key moments.</p> <p>Ability to evaluate how successful the writer is communicating their authorial intent and characters who embody the meaning of love and gender.</p> <p>How poets use an array of poetic devices to also communicate such intent as authors – When we Two Parted</p> <p>Understand structural choices made by a variety of authors.</p> <p>Infer meaning from a variety of texts.</p>		
<p>Year 10 Term 1. Half-Term 2.</p> <p><u>Literature</u> Thematic approach to set texts and poetry covering:</p>	<p>Were people from 1500s – 1900s expected to conform to societal norms at the expense of their happiness?</p>	<p><u>Gender Theory:</u> <u>Gender Performativity</u> – Mercutio, Sampson and Gregory’s performing their gender. Juliet at the beginning performs her female gender, but subverts it as she develops.</p>	<p>Applying KS3 and year 9 knowledge of authorial intent, audience response and social/historical information to set texts. Applying KS3 and year 9 knowledge of poetic devices to the anthology. Applying KS3 and year 9 knowledge of inferring meaning</p>	<p>Formative assessment – responsive teaching focused on how authors communicate attitudes to marriage and gender.</p> <p>Summative assessment – Conforming to societal expectations of gender</p>

<ul style="list-style-type: none"> • Attitudes to relationship and marriage • Gender expectations and performance <p>Language Exploring a range of fiction and non-fiction writing through focusing on a range of important figures throughout history and broadening horizons through exploring places around the world.</p>		<p>Sheila at the beginning performs her gender but then subverts as she develops. Eric/Gerald and their treatment of Eva. Scrooge not showing emotion.</p> <p>Feminist Theory: Sheila Eva Mrs Cratchits and her role in the family. Juliet</p> <p>Understanding contextual social issues: Meaning of love and marriage – Lord and Lady Capulet in contrast to Romeo and Juliet. Mr Birlings attitude to Sheila and Gerald. Belle Singh Song</p> <p>Domestic violence in relationships- Lord Capulet and Juliet Farmer’s Bride</p> <p>Understanding the use of juxtaposition and oxymoron in key moments.</p> <p>Ability to evaluate how successful the writer is communicating their authorial intent and characters who embody the meaning of love and gender.</p>	<p>to enable new knowledge to be grasped. Applying KS3 and year 9 knowledge of linguistic devices to enable a good understanding of how writers have communicated their ideas. Applying KS3 and year 9 knowledge of dramatic devices to understand character thoughts and actions.</p>	<p>contributed to the demise of characters. To what extent do you agree? Evaluate the statement above in terms of all texts.</p> <p>Language Formative assessment – responsive teaching focused on writer’s choice of language and structure and evaluating responses to it in the form of quote bursts, quizzes, live modelling etc</p> <p>Language Summative assessment – Students will show their deepening understanding of writing to argue effectively through producing a piece of work on writing to argue.</p>
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<p>10.2(1)</p> <p>Literature</p> <p>Thematic approach to set texts and poetry covering:</p> <ul style="list-style-type: none"> • Power • Death and its impact on society <p>Language</p> <p>An introduction to Component 1 and Component 2. Focus shifts now to show students the skill of what they have been learning and how it translates to the English Language exam.</p>	<p>Nothing changes until someone dies. True?</p>	<p>Understanding contextual social issues:</p> <p>Impact of death – Tiny Tim on Scrooge Fanny’s death on Scrooge Romeo and Juliet’s death on the families. Mercutio’s death on Romeo</p> <p>Understanding the use of juxtaposition and oxymoron in key moments.</p> <p>Ability to evaluate how successful the writer is communicating their authorial intent and characters who embody the impact of death and power.</p> <p>How poets use an array of poetic devices to also communicate such intent as authors.</p> <p>Understand structural choices made by a variety of authors.</p> <p>Infer meaning from a variety of texts.</p>	<p>Applying KS3 and year 9 knowledge of authorial intent, audience response and social/historical information to set texts.</p> <p>Applying KS3 and year 9 knowledge of poetic devices to the anthology.</p> <p>Applying KS3 and year 9 knowledge of inferring meaning to enable new knowledge to be grasped.</p> <p>Applying KS3 and year 9 knowledge of linguistic devices to enable a good understanding of how writers have communicated their ideas.</p> <p>Applying KS3 and year 9 knowledge of dramatic devices to understand character thoughts and actions.</p>	<p>Literature Formative assessment – Responsive teaching methods focused on how authors communicate their attitude to death and power.</p> <p>Literature Summative assessment – Explore how death has been used as a method to instil change from the characters.</p> <p>Language Formative assessment – Responsive teaching focused on crafting own ideas and using language to express those through live modelling, verbal feedback etc.</p> <p>Language Summative assessment – Mediums, who claim to be able to contact the dead, exploit vulnerable people and steal others’ money!</p>

				Write an article in which you argue your viewpoint.
<p>10.2 (2)</p> <p><u>Literature</u> Thematic approach to set texts and poetry covering:</p> <ul style="list-style-type: none"> • Emotional conflict • Physical conflict <p><u>Language</u> Speaking and Listening – students will prepare and deliver a speech on a topic of their choice as part of their Speaking & Listening Assessment.</p>	Physical conflict is dangerous; however emotional conflict is the silent killer. True?	<ul style="list-style-type: none"> - Understanding critical theory – Karl Marx’s conflict theory. - Understanding contextual social issues; mental health, honour - Understanding the use of juxtaposition and oxymoron in key moments. - Ability to evaluate how successful the writer is communicating their authorial intent and characters who embody the impact of conflict. - How poets use an array of poetic devices to also communicate such intent as authors. - Understand structural choices made by a variety of authors. - Infer meaning from a variety of texts. 	<p>Applying KS3 and year 9 knowledge of authorial intent, audience response and social/historical information to set texts.</p> <p>Applying KS3 and year 9 knowledge of poetic devices to the anthology.</p> <p>Applying KS3 and year 9 knowledge of inferring meaning to enable new knowledge to be grasped.</p> <p>Applying KS3 and year 9 knowledge of linguistic devices to enable a good understanding of how writers have communicated their ideas.</p> <p>Applying KS3 and year 9 knowledge of dramatic devices to understand character thoughts and actions.</p>	<p>Literature Formative assessment – Responsive teaching methods focused on how authors communicate their attitude to emotional and physical conflict and its effects.</p> <p>Literature Summative assessment – Emotional conflict and the inability to deal with this is at fault for character deaths. To what extent do you agree?</p> <p>Language Formative assessment – Responsive teaching focused on crafting own ideas and using language to express those through live modelling, verbal feedback etc.</p> <p>Language Summative assessment – Speaking & Listening Speech. Grade for delivery + speech marked as a Question 5.</p>

<p>10.3 (1)</p> <p>Literature Thematic approach to set texts and poetry covering:</p> <ul style="list-style-type: none"> • Generational Differences • Masculinity <p>Language Looking at range of Fiction and Non-fiction examples of the importance of young people and the difference they have in developing new societal norms and values. Exposing students to a wide range of texts to prepare them confidently for unseen extract analysis.</p>	<p>The youth are impressionable minds of the future, but can they really change the opinion and values of the old?</p>	<ul style="list-style-type: none"> - Understanding critical theory – hegemonic masculinity (gender order theory R.W Connell) - Understanding contextual social issues; older generations causing social injustices, generational passage of values, importance of the youth as a vehicle for change. - Understanding the use of juxtaposition and oxymoron in key moments. - Ability to evaluate how successful the writer is communicating their authorial intent and characters who embody this generational difference and masculine forms. - How poets use an array of poetic devices to also communicate such intent as authors. - Understand structural choices made by a variety of authors. - Infer meaning from a variety of texts. 	<p>Applying KS3 and year 9 knowledge of authorial intent, audience response and social/historical information to set texts.</p> <p>Applying KS3 and year 9 knowledge of poetic devices to the anthology.</p> <p>Applying KS3 and year 9 knowledge of inferring meaning to enable new knowledge to be grasped.</p> <p>Applying KS3 and year 9 knowledge of linguistic devices to enable a good understanding of how writers have communicated their ideas.</p> <p>Applying KS3 and year 9 knowledge of dramatic devices to understand character thoughts and actions.</p>	<p>Literature Formative assessment – Responsive teaching methods focused on how authors communicate their attitude to generational differences and masculinity.</p> <p>Literature Summative assessment – To what extent have the youth been used as a vehicle of change in societal norms and expectations?</p> <p>Language Formative assessment – Responsive teaching methods focused on authors use of language and structure, and ability to craft own.</p> <p>Language Summative assessment – The concept of masculinity has been challenged and changed by many young people in modern day Britain. It is an exciting time to be a man in this country.</p>
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				Write a speech where you persuade people of your opinion.
<p>10.3 (2)</p> <p>Literature Thematic approach to set texts and poetry covering:</p> <ul style="list-style-type: none"> • Responsibility • Communication <p>Language Exploring the role communication plays in avoiding anarchism.</p>	<p>Anarchy is the result of no communication and no sense of responsibility in life – but how do we avoid this?</p>	<ul style="list-style-type: none"> - Understanding critical theory – anarchism - Understanding contextual social issues; individual and societal responsibility, morality. - Understanding the use of juxtaposition and oxymoron in key moments. - Ability to evaluate how successful the writer is communicating their authorial intent and characters who embody the difference and importance communication is. - How poets use an array of poetic devices to also communicate such intent as authors. - Understand structural choices made by a variety of authors. - Infer meaning from a variety of texts. 	<p>Applying KS3 and year 9 knowledge of authorial intent, audience response and social/historical information to set texts.</p> <p>Applying KS3 and year 9 knowledge of poetic devices to the anthology.</p> <p>Applying KS3 and year 9 knowledge of inferring meaning to enable new knowledge to be grasped.</p> <p>Applying KS3 and year 9 knowledge of linguistic devices to enable a good understanding of how writers have communicated their ideas.</p> <p>Applying KS3 and year 9 knowledge of dramatic devices to understand character thoughts and actions.</p>	<p>Literature Formative assessment – Responsive teaching methods focused on how authors communicate their attitude to responsibility and communication.</p> <p>Literature Summative assessment – Valuing social responsibility and opening up communication is ultimately the main message of the texts. Evaluate your response to this.</p> <p>Language Formative assessment – Responsive teaching methods focused on authors use of language and structure, and ability to craft own.</p> <p>Language Summative assessment – Write a narrative story with the title ‘chaos’.</p>